DOCUMENT RESUME

ED 165 397 EC 113 341

AUTHOR Wentling, Tim L.; Albright, Len
TITLE Administrator's Manual for the Identification and Assessment System.
INSTITUTION Illinois Univ., Urbana. Bureau of Educational Research.
SPONS AGENCY Transport and Road Research Lab., Crowthorne (England).
PUB DATE [78]
GRANT G007604835
NOTE 33p.; A System for the Identification, Assessment and Evaluation of the Special Needs Learner in Vocational Education; For related information, see EC 113 342-350

EDRS PRICE MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS Administrator Guides; *Handicapped Children; *Identification; *Needs Assessment; *Program Development; *Program Evaluation; Records (Forms); Secondary Education; *Student Evaluation; *Vocational Education
IDENTIFIERS *Special Needs Identification Assessment Project

ABSTRACT

The administrator's manual is part of a resource package designed to assist local education agency personnel in improving the quality of instruction and supportive services to students with special needs enrolled in vocational education programs. The manual consists of three sections: a section which briefly describes a three-phase identification and assessment system and points out the various types of information available to the administrator from the activities conducted within each phase; a second section which offers a series of suggested steps for initiating and implementing an identification and assessment system within the local education agency; and a third section which provides suggestions and procedures for conducting an overall evaluation of the programs and services provided to students with special needs. Included are a sample matrix for recording student characteristics and services, key evaluation questions for special needs services, example items for the staff rating form, and example items for the student rating form. (SBH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT H S BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED165397

Administrator's Manual for the Identification and Assessment System

Tim L. Wentling and Len Albright

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Rupert N. Evans

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

EC113341

CONTENTS

Introduction.....1

Section I.....2

Section II.....8

Section III.....13

For Further Investigation.....20

Example Documents

#1 Student Characteristics and Services Matrix.....22

#2 Key Evaluation Questions for Special Needs Services.....24

#3 Example Items for the Staff Rating Form.....25

#4 Example Items for the Student Rating Form.....27

The report presented herein was prepared pursuant to Grant No. OEG007604835 from the Bureau of Occupational and Adult Education, U.S. Office of Education, Department of Health, Education and Welfare. The opinions expressed herein, however, do not necessarily reflect the position or policy of the U.S. Office of Education and no official endorsement should be inferred.

INTRODUCTION

The materials within this resource package are designed to assist local education agency personnel in improving the quality of instruction and supportive services provided to students with special needs[1] enrolled in vocational education programs. The package contains a series of nine guides for persons who provide direct instruction and/or supportive services to the student with special needs and a manual for administrative personnel who are responsible for managing the delivery of vocational education and supportive services to special learners.

The focus of the nine guides is on the development of functional and systematic procedures for identifying and assessing the needs of special students. This manual is to aid the administrator in implementing a comprehensive identification and assessment system and in evaluating the programs and supportive services provided to students with special needs.

The administrative manual consists of three sections. The first section briefly describes a three-phase identification and assessment system and points out the various types of information available to the administrator from the activities conducted within each phase. Section two offers a series of suggested steps for initiating and implementing an identification and assessment system within the local education agency. The third section provides suggestions and procedures for conducting an overall evaluation of the programs and services provided to students with special needs.

---

[1] The phrase "students with special needs" refers to individuals who have been identified as having a handicap or a disadvantage, and who require special assistance, services and programs in order to enable them to experience success within vocational education settings.

SECTION I:

Overview of the Identification and Assessment System

INTRODUCTION

Included within the instructor guides are strategies for collecting learner performance information and for coordinating the efforts of instructional and supportive services personnel. Much of the information collected by these individuals can be used by the program manager or the administrator in implementing the assessment system (Section II). This information can also be used in evaluating the efficiency and the effectiveness of the instruction and services delivered to students with special needs (Section III).

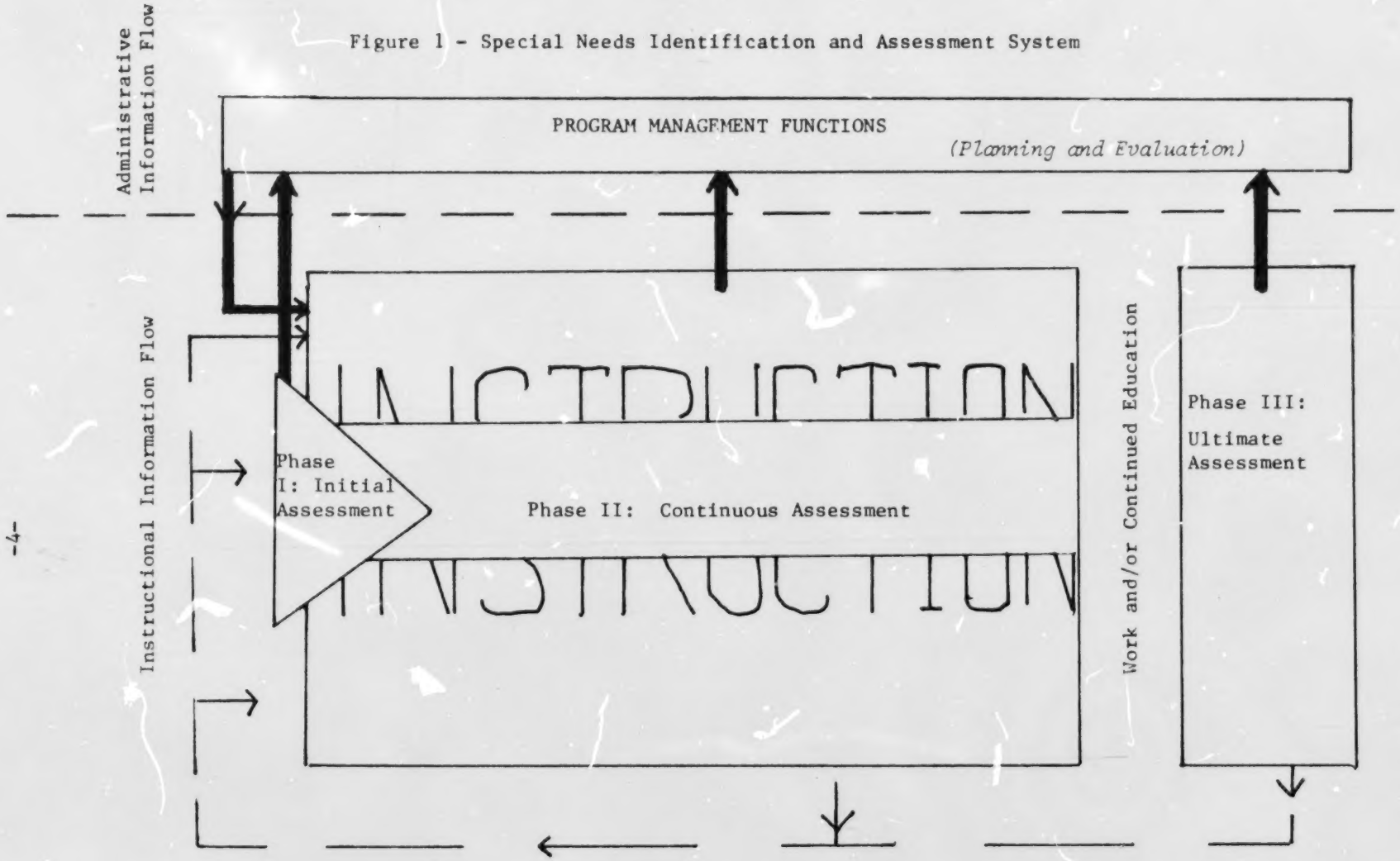
The purpose of this section is to provide a brief overview of the identification and assessment system. The major phases of the system and the types of information the administrator can expect to receive from the outcomes of the activities conducted within each phase are indicated.

SYSTEM OVERVIEW

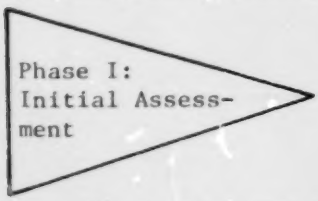
The identification and assessment system is set into motion at the point when the special student is referred and identified, and continues on through the preparation of an Individualized Vocational Plan, the on-going assessment of learner progress in classroom and laboratory settings, with the final step being a follow-up of the student in the world of work. Figure 1 on page 4 offers a graphic illustration of the system for identifying and assessing the student with special needs enrolled in a vocational program.

The system is divided into three phases according to the chronological progression of a student through an instructional program. As depicted in Figure 1, the three phases include: 1) initial assessment,

Figure 1 - Special Needs Identification and Assessment System



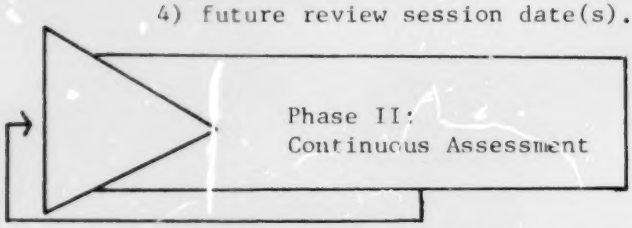
2) continuous assessment, and 3) ultimate assessment activities. The activities within Instructor Guides 2 through 9 tie into each phase of the system. Let's now take a look at the activities conducted within each phase and determine the types of information available for program planning and evaluation purposes.



Phase I activities relate to the initial identification and assessment of, and the individualized planning for, the special student. Initial assessment activities are to take place prior to, and/or during the first three weeks of the instructional program. Guide 2 focuses on the procedures for referral and identification of the special learner within the local education agency. A teacher, counselor or parent initiated referral of a student to the appropriate person (e.g., counselor) begins the process for determining the specific vocational-educational needs of this particular learner (Guide 3). Once learner strengths and weaknesses are identified, then an individualized instruction and supportive services plan is prepared for the student (Guide 4).

The outcome or products resulting from completion of these activities include:

- Information on the number of students referred and the number classified as having a handicap or a disadvantage.
- Data on the type, extent and frequency of the problems referred.
- A series of Individualized Vocational Plans (IVP's) for special needs learners. Each should provide information on: 1) annual goals and short-term instructional objectives, 2) type(s) of supportive service needed, 3) composition of IVP team and 4) future review session date(s).

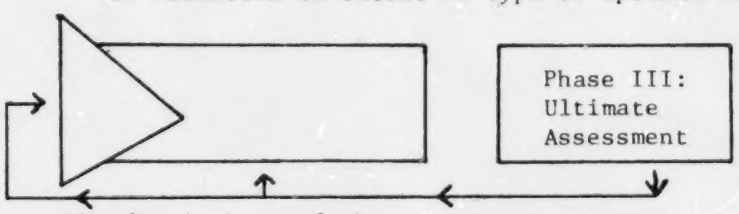


Continuous assessment involves the monitoring of student progress throughout instruction. The training plan is often used in combined work-education programs to organize and coordinate the learner's in-school instruction and on-the-job training. The training plan

can also be used as a tool for periodically assessing learner progress (Guide 5). Specific assessment of learner performance during a task and/or an assessment of the outcomes of learner performance on a task is essential for instructional decision-making (Guide 6). A procedure for collecting and recording student progress information is helpful in determining modifications which need to be made in the learner's IVP. This procedure is presented in Guide 7.

The outcomes of the activities completed in Phase II include:

- Performance progress record for each student with special needs, providing continuous progress data on vocational skill development and on learner growth within supportive service areas.
- Indication of specific problem(s) the learner is experiencing.
- Information on specific modifications needed in the learner's individualized plan including: 1) instructional content changes, 2) methods and/or materials changes, and 3) expansion or reduction in extent or type of special services needed.



The final phase of the assessment system occurs after the learner has completed the vocational program and has entered the world of work and/or continues her or his education. The purposes of ultimate assessment are to determine the learner's adjustment in work and/or school settings and to identify the areas within the instructional program which may need to be revised or expanded in order to strengthen the instruction provided to future special needs learners. Two strategies for obtaining this information are the student follow-up (Guide 8) and the employer follow-up (Guide 9).

The outcomes of student and employer assessment activities could include:

- Data on student placement.
- Former student self-report on skill deficiencies and needs.
- Observations of job advancement, retention or turnover.
- Former student and employer indication of student's adjustment problems.

- Employer rating of specific job skill possession.
- Employer rating of general job skills, e.g., employer-emplovee relations, work attitudes.

For additional information on the content and use of each instructor guide refer to Instructor Guide #1.

SECTION II:

Developing and Implementing a Special Needs Identification and Assessment System

INTRODUCTION

This section offers a series of suggested steps for implementing a special needs identification and assessment system within a local education agency. It is recognized, however, that the process of implementation will vary in every local educational agency (LEA). Therefore, it is anticipated that the general guidelines suggested herein will be adapted and changed to reflect the particular needs of each institution.

PROCEDURES FOR IMPLEMENTING THE SYSTEM*

Step 1: Identify key staff to guide the implementation process.

A. Include instructional, support services and administrative personnel as the key staff to provide leadership to the implementation effort.

B. Make an attempt to involve individuals who are recognized as leaders among their peers. This should facilitate the acceptance of the implementation activities by others within the LEA.

C. Keep the number of key staff small (5 to 10, based on size of LEA).

Step 2: Determine the LEA's current level of activity in the identification and assessment of special needs learners.

A. Assemble group identified in Step 1.

B. Discuss current practices within the LEA.

C. Complete the first part of Guide #2 (review of existing identification criteria, procedures and forms).

---

*The procedures suggested within the instructor guides were implemented and evaluated by teams of special and vocational educators, counselors and administrators from five school districts and were revised according to evaluative data received during the field test period. The administrative procedures suggested in this section were developed after the field test phase of the project, but are based on the experiences gained from the field testing process.

Step 3: Discuss the identification and assessment system presented in this resource package.

A. Duplicate Instructor Guides 1 through 9.

B. Distribute Instructor Guides to key staff for their review.

C. Meet with key staff to discuss the system, its phases and corresponding activities.

D. Discuss how the system and its components relate to current practices and felt needs.

Step 4: Select activities that will be targeted for emphasis in the LEA.

A. Discuss the needs of the LEA in comparison with the activities presented in Guides 2-9.

B. Select segments of the identification and assessment system which will be emphasized or targeted during the implementation process.

C. Identify the number of staff to be involved in each target area. Consider both instructional and support services staff in this count.

Step 5: Assign leadership responsibilities for each target area.

A. Each activity to be undertaken will likely involve many people. Therefore, one or two individuals should assume the leadership for carrying out each target area.

B. Leaders may be selected from the group of key persons identified in Step 1 or from others in the LEA.

Step 6: Establish a calendar for completion of the selected target activities.

A. Establish a starting date for each activity, based upon the knowledge gained from review of the information contained in Instructor Guides 1-9.

B. Ask each leader to study her/his respective instructor's guide, re target area, and to provide a time estimate and a projected completion date.

C. Compile all time information into a common calendar for the implementation of the identification and assessment system.

D. Distribute a copy of the calendar to key staff group.

Step 7: Establish working teams for each targeted activity.

A. Select a group of individuals who will be involved in or affected by a particular part of the identification and assessment system.

B. The size of the working group could vary depending on the type and the relative importance of the activity to be completed. If, for instance, an activity such as developing a student referral form is chosen, then the composition of the working team will likely be small. But, if an activity chosen is more complex, such as developing Individual Vocational Plans, then a larger number of persons will need to be involved.

Step 8: Organize working and/or inservice sessions for teams.

A. Duplicate needed materials, including copies of the Instructor Guides.

B. Obtain additional information from "FOR FURTHER INVESTIGATION" list within each Instructor Guide.

C. Identify external resource people for assistance with the implementation of the system components or in the conduct of the inservice sessions.

D. Hold meetings to present the inservice information to the teams. The first meeting could include a discussion of Instructor Guide #1 and how the information within it relates to the implementation effort.

E. Hold meetings to finalize procedures to be used by each team in completing the respective activity(ies), to delineate member responsibilities, and to discuss information related to the activity or activities undertaken.

Step 9: Each team leader submits a "Plan of Action" for team activity.

A. A list of tasks related to completion of the team's activity area is provided.

B. A schedule for task completion is included.

C. A list of resources needed for completion of each task is also indicated within the action plan.

Step 10: Monitor implementation of total identification and assessment system.

A. Assemble the action plans from the individual leaders.

B. Periodically meet with individual team leaders to review system progress and needs (e.g., once per month).

C. Revise action plans to reflect information gained from team leader meetings.

D. Obtain informal and/or formal feedback from staff, students, parents, advisory committee(s) regarding the effectiveness of the identification and assessment system and its various parts.

E. Revise procedures within the system as necessary to make them more efficient and effective.

SECTION III:

Evaluating the Supportive Services Provided to Students With Special Needs

INTRODUCTION

The need for program or service evaluation requires little elaboration since educators are continuously attempting to improve their efforts. Also, the need to keep the various constituencies (e.g., parents, state agencies, school board) informed of the needs and progress of the LEA contributes to the rationale for conducting program and service evaluation. The purpose of this section is to offer several strategies for evaluating the supportive services provided to students with special needs in vocational education.

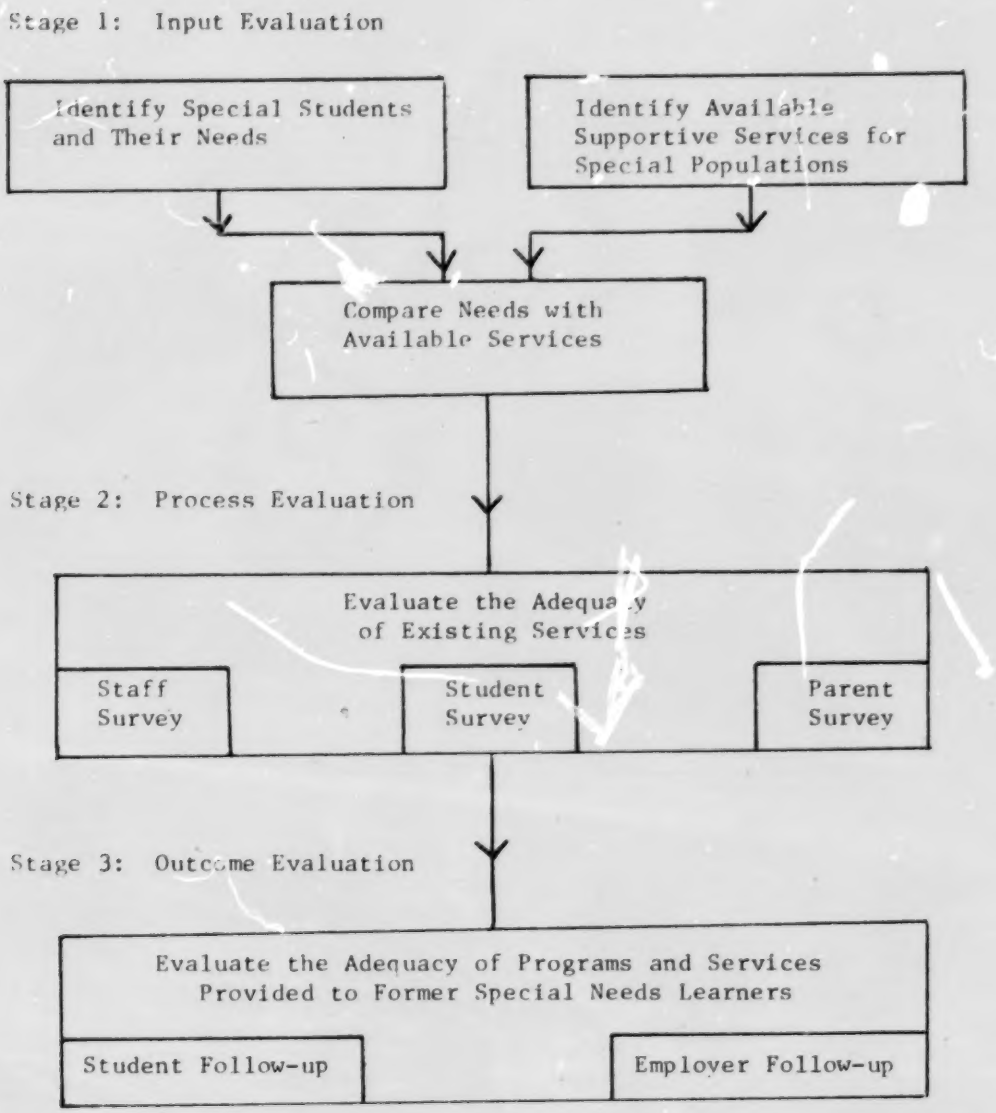
GUIDELINES AND CONSIDERATIONS*

The evaluation of instruction and supportive services provided to individuals with special needs does not require the initiation and implementation of a totally new and separate structure or system. Instead, the results of the activities described within the three phases of the identification and assessment system (Section I) can be augmented to form the overall evaluation system. Also, an on-going evaluation system for all vocational or all educational programs may already exist and may require few if any changes.

The three stage evaluation system suggested in this section and displayed in Figure 2 on page 15 is mainly concerned with evaluating the supportive services provided to special needs learners. Each stage encompasses two or more components or activities to be completed. Each stage may be conducted independently of one another and may suffice as an evaluation in itself. The ideal, however, is to complete all three stages of the evaluation structure.

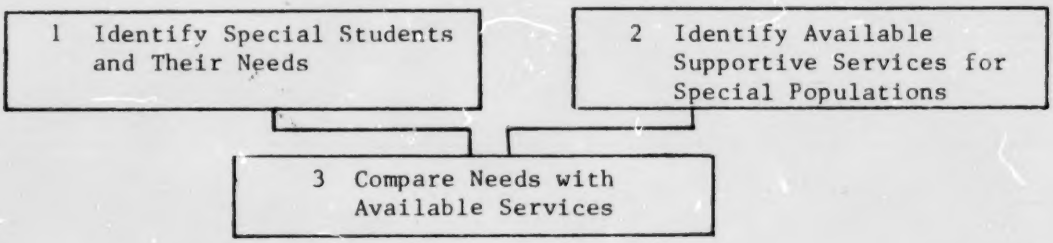
*The information presented in this section is based on Chapter 7 of Wentling, Tim L., Evaluating Occupational Education and Training Programs. 2nd Edition. Boston, Mass.: Allyn and Bacon, Inc., 1979.

Figure 2 - Schematic of Evaluation System
for Supportive Services


Stage 1: Input Evaluation
Identify Special Students and Their Needs
Identify Available Supportive Services for Special Populations
Compare Needs with Available Services
Stage 2: Process Evaluation
Evaluate the Adequacy of Existing Services
Staff Survey
Student Survey
Parent Survey
Stage 3: Outcome Evaluation
Evaluate the Adequacy of Programs and Services Provided to Former Special Needs Learners
Student Follow-up
Employer Follow-up

Stage one of the evaluation structure incorporates three major components and is typically conducted prior to, or at the beginning of the school year. These components are shown below.

Stage 1 - Input Evaluation


1 Identify Special Students and Their Needs
2 Identify Available Supportive Services for Special Populations
3 Compare Needs with Available Services

Component 1 - Identify Special Students and Their Needs

If the activities suggested in Instructor Guides 2, 3 and 4 have been completed, then this component involves only the compilation or aggregation of information which has already been collected.

Step 1. Collect all referral forms for current student population (Instructor Guide #2).

Step 2. Collect description of student's present level of performance (Instructor Guide #3 or #4).

Component 2 - Identify Available Services for Special Populations

This component may be completed through review of the IVP's described in Instructor Guide #4 or it may assume a broader perspective through the conduct of a resource inventory. An inventory of all potential services for special needs learners may provide excellent input to the planning of future programs and the future development of IVP's. However, it is not crucial to the evaluation process.

Step 1. (Optional) Conduct an inventory of available services and resources. (See Chapter 7 in Phelps, L. Allen and Lutz, Ronald J. Career Exploration and Preparation for the Special Needs Learner, Boston, Mass.: Allyn and Bacon, Inc., 1977, for detailed procedures.)

Step 2. Review IVP's and list each type of service included.

Step 3. Tally the number of amounts of service by type.

Component 3 - Compare Needs with Available Services

This component involves the integration of the information gathered through components 1 and 2. The outcome of component 3 should be a matrix which presents the number of learners who possess various needs and an indication of services that are available. This matrix should be of use to program managers or administrators in identifying voids in services or in making decisions regarding the need for expansion or contraction of existing services.

Step 1. Prepare a form which includes a needs by services matrix (see Example Document #1).

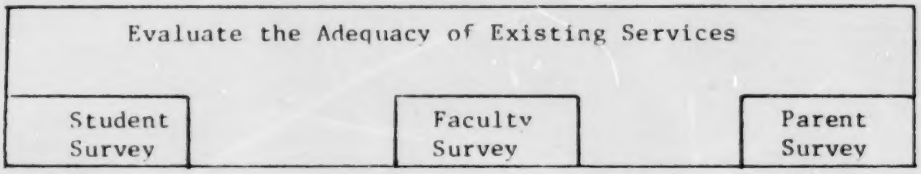
Step 2. Insert the number of students within each of the appropriate matrix cells.

Step 3. Review the completed matrix for voids in services.

Step 4. Prepare a short evaluation report using the findings of the matrix analysis to justify requests for additional or revised services.

Stage two of the service evaluation system involves the collection of information regarding the effectiveness of existing services and involves obtaining feedback on services provided to special learners currently enrolled in the vocational program. This information will be in the form of ratings or open-ended feedback from students, parents and staff.

Stage 2 - Process Evaluation



Step 1. Determine what you want to know about special needs services.

Step 2. Prepare a series (2-10) of broad key evaluation questions (see Example Document #2).

Step 3. Prioritize key evaluation questions.

Step 4. Write rating items for each key question (you may change the wording of items for each of the three groups) (see Example Documents #3 and #4).

Step 5. Assemble items into three questionnaires.

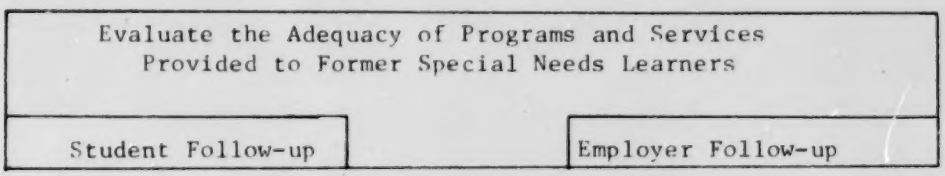
Step 6. Duplicate and distribute questionnaires to students, parents, and faculty.

Step 7. Summarize results by tabulating items for each key evaluation question.

Step 8. Compare results from the three groups and make judgments about the range, use and availability of existing supportive services and formulate conclusions and recommendations.

The last stage, stage 3, of the service evaluation system integrates the results from Instructor Guides #8 and #9. These include the conduct of a student follow-up survey and the follow-up of the emplover of former special needs learners. The last stage is shown below.

Stage 3 - Outcome Evaluation


Evaluate the Adequacy of Programs and Services
Provided to Former Special Needs Learners
Student Follow-up
Employer Follow-up

Step 1. Collect tabulated responses and/or report prepared for the student follow-up (Instructor Guide #8).

Step 2. Collect tabulated responses and/or report prepared for the emplover follow-up (Instructor Guide #9).

Step 3. Review the results and formulate a series of conclusions.

Step 4. Ask other staff or faculty members to verify or add to conclusions.

Step 5. Brainstorm a series of potential actions that might remedy deficiencies identified in negative conclusions.

Step 6. Ask other staff or faculty to add to and prioritize suggested improvements.

Step 7. Present suggested improvements in the form of a "Plan of Action" with timelines and personnel responsibilities delineated.

Step 8. Distribute "Plan of Action" to involved staff.

Step 9. Monitor implementation and completion of "Plan of Action."

FOR FURTHER INVESTIGATION

For additional information on evaluating programs and services see:

Austin, J. J. and Sommerfeld, D. An Evaluation of Vocational Education for Disadvantaged Youth. Muskegan Public Schools, Muskegan, Michigan, 1967.

Biehl, G. Richard. Guide to Section 504 Self-Evaluation for Colleges and Universities. Washington, D.C.: National Association of College and University Business Officers, January, 1978.

Davis, Dwight and Borgen, Joe. Planning, Implementing and Evaluating Career Preparation Programs. Bloomington, Illinois: McKnight Publishing Company, 1974.

Erickson, Richard C. and Wentling, Tim L. Measuring Student Growth: Techniques and Procedures for Occupational Education. Boston, Mass.: Allyn and Bacon, Inc., 1976.

Gallagher, J. L. "Program Planning and Evaluation: First Chance for Children." Project Report for Technical Assistance Development System. University of North Carolina, Chapel Hill, N.C., 1972.

Handbook for Self-Evaluation of Programs and Services for Disadvantaged and Handicapped at Community Colleges under the V.E.A. of 1968. Tadlock Associates, Los Altes, Cal., 1972.

Meyer, Judy. Self-Evaluation Guide for Local Districts for Vocational Education of Handicapped Students. Houston, Texas: Center for Human Resources, College of Business Administration, University of Houston, 1972.

National Accreditation Council for Agencies Serving the Blind and Visually Handicapped. "Self Study and Evaluation Guide for Sheltered Workshops." American Foundation for the Blind. New York: New York Social Rehabilitation Services, DHEW, 1968.

Phelps, L. Allen and Lutz, Ronald J. Career Exploration and Preparation for the Special Needs Learner. Boston, Mass.: Allyn and Bacon, Inc., 1977.

State of Minnesota, "Program Review for Special Needs." Division of Vocational and Technical Education, Minnesota Department of Education, St. Paul, 1977.

Tindall, L. W. "Program Evaluation and Planning for the Vocational Education of Handicapped Students." Madison: Vocational Studies Center, University of Wisconsin, 1977.

Torres, Scottie, Project Director. Special Education Administrative Policies Manual. Reston, Va.: Council for Exceptional Children, 1977.

Wentling, Tim L. Evaluating Occupational Education and Training Programs. 2nd Edition. Boston, Mass.: Allyn and Bacon, Inc., 1979.

Wentling, Tim L., Project Director. Local Leader Guides 2, 3 and 13. In Locally-Directed Evaluation: Handbooks 1 and 2. Springfield, Illinois: Division of Adult, Vocational and Technical Education, Illinois Office of Education, 1976.

Wood, M. W. Criteria for Evaluation of Programs Resulting from Federal Legislation: Evaluation of Programs for Students with Special Needs. National Business Education Association Yearbook, 1969.

EXAMPLE DOCUMENT #1

STUDENT CHARACTERISTICS AND SERVICES MATRIX*

HANDICAPS	Total Enrolled	Projected Next Year	Special Vocational Class	Reader/Interpreter	Remedial Instruction/Therapy	Instructional Aids/Tutors	Instructional Materials	Educational Testing & Diagnosis	Extended School Day/Week/Term	Special Guidance and Counseling	Work Performance Evaluation/Follow-up	Social Work & Family Involvement	Special Transportation	Field Trips	Modification of Facilities	Special Equipment	Modification of Equipment	Job Placement and Follow-up	Other
A. Mentally Retarded																			
B. Learning Disability																			
C. Seriously Emotionally Disturbed																			
D. Orthopedically Handicapped																			
E. Visually Handicapped																			
F. Hearing Impaired																			
G. Speech Impaired																			
H. Other Health Impaired																			
I. Multiple Handicapped																			

*Adapted from a form appearing in Guide #13, Assessment of Services for the Disadvantaged and Handicapped. In Locally-Directed Evaluation: Handbook 2. Tim L. Wentling, Project Director. Springfield, Illinois: Illinois Office of Education, 1976. Reprinted with permission from author.

DISADVANTAGES

A. Academically
   1. Language (Speaking)
   2. Reading and/or Writing
   3. Computational
   4. General

B. Economically Disadvantaged

C. Other Remediable Effects

Total Enrolled	Projected Next Year	Special Vocational Class	Reader/Interpreter	Remedial Instruction/Therapy	Instructional Aids/Tutors	Instructional Materials	Educational Testing & Diagnosis	Extended School Day/Week/Term	Special Guidance and Counseling	Work Performance Evaluation/Follow-up	Social Work & Family Involvement	Special Transportation	Field Trips	Modification of Facilities	Special Equipment	Modification of Equipment	Job Placement and Follow-up	Other

EXAMPLE DOCUMENT #2

KEY EVALUATION QUESTIONS FOR
SPECIAL NEEDS SERVICES

1. To what extent are the supportive services identified in the Individual Vocational Plans being used?

2. Are regular vocational instructors aware of the range of supportive services that exist for special needs learners?

3. Do instructional materials such as books, handouts, etc., meet the appropriate reading level needs of students?

4. Is there a need to modify equipment in the laboratories to better meet the needs of orthopedically handicapped learners?

5. Are interpreter, reader, and tutorial services readily available to students?

6. Are counselling services adequate for special needs learners?

7. Are special tutors utilized by those who most need them?

8. Does the placement center discriminate against special needs students?

9. Are parents aware of services that their son or daughter may take advantage of?

10. What kinds of services do students think they need?

EXAMPLE DOCUMENT #3

EXAMPLE ITEMS FOR THE STAFF RATING FORM*

1. Were you involved in the development of an Individualized Vocational Plan for each special student that you provide instruction and/or services to? YES ___ NO ___

   If no, please explain. _____

   _____

2. Do you provide supportive or special services to learners with special needs? YES ___ NO ___

   If yes, what are they? _____

   _____

3. Are you interested in attending an inservice training program to improve services to students with special needs? YES ___ NO ___

   If yes, make suggestions of areas of interest to you. _____

   _____

4. What services could your students benefit from, but are not presently available? _____

   _____

5. Do you know where to refer students for special services? YES ___ NO ___

   If no, list ways of making this information available to staff. _____

   _____

Check the services you are aware of, then rate the effectiveness of each by circling the number that best describes it at the right.

	Highly Effective	Effective	Ineffective	Highly Ineffective
___ Guidance and counseling	1	2	3	4
___ Individualized teaching	1	2	3	4
___ Special materials	1	2	3	4
___ Recreational and physical education facilities	1	2	3	4
___ Job placement at graduation	1	2	3	4
___ Child care facilities	1	2	3	4
___ Resource center	1	2	3	4
___ Psychological services	1	2	3	4
___ Tutors	1	2	3	4
___ Youth organizations	1	2	3	4
___ Summer programs	1	2	3	4
___ Student employment	1	2	3	4
___ Remedial teachers	1	2	3	4
___ Special vocational classes	1	2	3	4

*Revised version of a form appearing in Guide #13, Assessment of Services for the Disadvantaged and Handicapped. In Locally-Directed Evaluation: Handbook 2. Tim L. Wentling, Project Director. Springfield, Illinois: Illinois Office of Education, 1976. Reprinted with permission from author.

	Highly Effective	Effective	Ineffective	Highly Ineffective
___ Ramps, elevators	1	2	3	4
___ Interpreters	1	2	3	4
___ Brailled books	1	2	3	4
___ Note taking services	1	2	3	4
___ Student aides	1	2	3	4
___ Sound devices	1	2	3	4
___ Special equipment	1	2	3	4
___ Special lighting	1	2	3	4
___ Transportation	1	2	3	4
___ Health services	1	2	3	4
___ Bilingual/bicultural classes	1	2	3	4
___ Free or loaned clothing	1	2	3	4
___ Free or loaned school materials	1	2	3	4
___ Financial aid	1	2	3	4
___ Free or discount cafeterial service	1	2	3	4

EXAMPLE DOCUMENT #4

EXAMPLE ITEMS FOR THE STUDENT RATING FORM*

Check the services which are (were) provided to you during this school year. Then rate the value of the service to you by circling the number that best describes it at the right.

		Excellent	Good	Fair	Poor
___	Guidance and counseling	1	2	3	4
___	Individualized teaching	1	2	3	4
___	Special materials	1	2	3	4
___	Recreational and physical education facilities	1	2	3	4
___	Job placement at graduation	1	2	3	4
___	Child care facilities	1	2	3	4
___	Resource center	1	2	3	4
___	Psychological services	1	2	3	4
___	Tutors	1	2	3	4
___	Youth organizations	1	2	3	4
___	Summer programs	1	2	3	4
___	Student employment	1	2	3	4
___	Remedial teachers	1	2	3	4
___	Special vocational classes	1	2	3	4
___	Ramps, elevators	1	2	3	4
___	Interpreters	1	2	3	4
___	Brailled books	1	2	3	4
___	Note taking services	1	2	3	4
___	Student aides	1	2	3	4
___	Sound devices	1	2	3	4
___	Special equipment	1	2	3	4
___	Special lighting	1	2	3	4
___	Transportation	1	2	3	4
___	Health services	1	2	3	4
___	Bilingual/bicultural classes	1	2	3	4
___	Free or loaned clothing	1	2	3	4
___	Free or loaned school materials	1	2	3	4
___	Financial aid	1	2	3	4
___	Free or discount cafeteria service	1	2	3	4

*Adapted from a form appearing in Guide #13, Assessment of Services for the Disadvantaged and Handicapped. In Locally-Directed Evaluation: Handbook 2. Tim L. Wentling, Project Director. Springfield, Illinois: Illinois Office of Education, 1976. Reprinted with permission from author.